DOCUMENT RESUME

ED 230 920 CS 007 196

TITLE Reading and Study Skills and Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1983 (Vol. 43 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 83

NOTE 11p.; Pages may be marginally legible.

PUB TYPE Reference Materials - Bibliographies (131) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; *Doctoral Dissertations; Elementary Education; Oral Reading; Preschool Education; *Reading Achievement; *Reading Attitudes; *Reading Comprehension; *Reading Instruction; Reading Readiness; *Reading Research; Reading Skills; Silent Reading; Study Skills

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: (1) the effect of illustrations on third grade students' attitudes toward the elderly; (2) visual and phonological coding in word processing by fourth, sixth, and eighth grade readers; (3) the achievement and attitudes of intermediate age children relative to their comprehension of poetry; (4) students' perceptions of teacher expectation and attitudes toward reading; (5) decoding skill and vocabulary knowledge in reading comprehension; (6) the history of beginning reading instruction in the United States; (7) the reliability of phonic generalizations in five primary-level basal reading programs; (8) the effects of sound manipulation training on auditory segmentation and word recognition tasks; (9) various aspects of oral versus silent reading of selected third grade social studies passages; (10) student achievement and attitudes toward reading in two approaches to uninterrupted sustained silent reading programs; (11) learning styles and the teaching of reading; (12) patterns of oral reading across stages of word knowledge; (13) using reading to facilitate changes in nutritional behavior; and (14) differences in the acquisition of selected readiness abilities between readers and nonreaders in kindergarten. (HTH)

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Reading and Study Skills and Instruction:

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Compiled by the Staff
of the
ERIC Clearinghouse on Reading and Communication Skills

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

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THE EFFECT OF ILLUSTRATIONS ON THIRD GRADERS' ATTITUDES TOWARD THE ELDERLY

Carter, Shirley Hanson
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PATTERNS OF ORAL READING ACROSS STAGES OF WORD KNOWLEDGE Order No. DA8301506

BEAN, DONALD ROBERT, PH.D. *University of Virginia*, 1982. 175pp. Major Adviser: Dr. Edmund H. Henderson

The relationship between the prosody of oral reading and orthographic awareness in beginning readers was examined in this study. Fluency and expression were studied through evaluations of the oral reading, spontaneous speech, and story retellings of forty first-graders and five third-graders. Orthographic awareness was studied by examining the invented spellings according to stages of spelling development (Henderson and Beers, 1980).

For these first graders, the spelling categories predicted oral reading fluency and expression. Stages of spelling were related to the prosodic measures of oral reading. The implication of this research is that the reader who is analyzing orthography at a superficial level will read disfluently. It was argued that reading fluency and expression should be possible for readers who demonstrate in their invented spellings that they are experimenting with the abstract marking system in English orthography.

It was suggested that teachers' expectations for reading fluency should include an evaluation of orthographic awareness. Furthermore, it was suggested that in the diagnosis of oral reading, students could read from materials they had read before, and that in their evaluations of oral reading, teachers should consider reading rate, pause patterns, and general measures of fluency and expression.

THE EFFECT OF ILLUSTRATIONS ON THIRD GRADERS' ATTITUDES TOWARD THE ELDERLY Order No. DA8308155

BEEGHLY, DENA GAYLE, ED.D. *University of Georgia*, 1982. 112pp. Director: Ira E. Aaron

This study was undertaken to investigate the effect of stereotypic and nonstereotypic illustrations on third grade children's attitudes toward the elderly. Subjects were 150 third grade students who attended one of two elementary schools in Hart County, Georgia.

The materials used in this study consisted of an attitude scale and three realistic fiction selections containing older protagonists. There were two text versions of each selection, male and female. Each version had three picture conditions: stereotypic illustration, non-stereotypic illustration, and no illustration. Appropriate, realistic, full color, full page (8½" x 11") illustrations were drawn by an artist for each version of the three stories. The attitude scale was devised by the researcher to determine whether illustrations influence children's attitudes toward the elderly. In this study, the attitude scale served as both a pretest and posttest.

Each class involved in the investigation participated in five sessions. During session one, the attitude scale, which served as a pretest, was administered. For the second, third, and fourth sessions, boys and girls were randomly assigned within classrooms to one of the six treatment conditions: older male protagonist with a stereotypic illustration, older male protagonist with a nonstereotypic illustration, older male protagonist with no illustration, older female protagonist with a nonstereotypic illustration, older female with a stereotypic illustration, and older female with no illustration. During the second session, all subjects listened to the first story. The second story was presented during session three, the third during session four. One week after session four, the attitude scale was administered again, this time as a posttest.

Results of a 2 x 2 x 3 unbalanced analysis of variance indicated that type of illustration sex of child, and sex of elderly protagonist did not affect the subjects' attitudes toward the elderly. Individual interviews were conducted to gain additional information about the subjects' attitudes toward the elderly. Twelve randomly selected subjects met with the researcher to discuss their responses on the posttest. The majority of the children interviewed reported that their responses on the attitude scale were based on personal experience.

USING READING TO FACILITATE CHANGES IN NUTRITIONAL BEHAVIOR Order No. DA8300761

CARTER, SHIRLEY HANSON, ED.D. *Boston University School of Education*, 1982. 268pp. Major Professor: Roselmina Indrisano

The purposes of this study were to survey the existing literature on the relationship of diet to cognitive functioning, to examine teachers' attitudes and knowledge in this area, and to attempt to change nutritional habits in a selected group of children through reading and instruction.

The findings of the literature review regarding the effect of nutrition on cognitive performance gave validity to the need for the second and third parts of the study.

To determine need for and interest in nutritional education, a survey was administered to 100 elementary and middle school teachers. These teachers were from suburban schools and from a large urban graduate school of education in the northeast section of the country. Pearson correlation coefficients were computed for the correlation of each of the twenty items in the questionnaire with each of the other nineteen questions. Responses of the teachers showed a genuine interest in nutrition, motivation to read new research in the area, and a willingness to include nutrition education in their curricula.

The survey showed a need for the third part of the study, a nutrition module of twenty lessons which incorporated nutrition into academic lessons in reading, math, study skills, and dramatics. The course was taught to 261 sixth grade students in a suburban school in the Northeast. Assessment of the effectiveness of the module was through comparison of the results of a pretest and a posttest consisting of twenty multiple-choice questions. A comparison of mean gains using the z statistic showed a statistically significant difference between the pretest and posttest scores at the .01 level.

The module has been accepted as a permanent part of the curriculum in a year-long course in Health in the experimental school.

FIRST GRADERS' SEGMENTING ABILITY, METHOD OF INSTRUCTION, AND BEGINNING READING PERFORMANCE: A READINESS PERSPECTIVE Order No. DA8301634

DOUGHERTY, CRAIG, PH.D. *Syracuse University*, 1982. 115pp.

The purpose of this study was to examine the relationship between linguistic awareness, method of instruction, and beginning reading performance. Specifically, the predictive relationship between first graders' ability to segment at the sentence and word level (an index of linguistic awareness) and beginning reading performance was studied over time as were the interaction effects of two different methods of beginning reading instruction with segmenting ability.

The underpinnings of this study stem from reading readiness theory which suggests that learning is maximized when learners and methods of instruction are appropriately matched. This study attempted to facilitate the process of matching learners with programs of instruction by specifying the nature of relationship between segmenting ability, method of instruction, and beginning reading performance.

In order to examine the relationship between segmenting ability and beginning reading performance over time, this study measured the segmenting abilities (*Informal Test of Auditory Segmentation*) (Sawyer, 1979) of 93 "high risk" first-grade children in January and April. Reading performance was measured at the same time (*Gates-McKillop Diagnostic Reading Test*) and in May (*Iowa Test of Basic Skills*). Data analysis results supported the hypothesis that there is a positive relationship between segmenting ability and beginning reading performance.

Two treatments were administered to the subjects of this study in order to examine how segmenting ability interacts with method of reading instruction, the long-term effects of the treatments on reading performance, and the effects of the treatments on segmenting ability. Forty-three subjects received eight weeks of a synthesis plus analysis word attack treatment while fifty subjects received a synthesis only treatment for the same period of time. Approximately equal numbers of high and low segmenters were contained in each treatment group. Data analysis indicated that an interaction did not occur between

segmenting ability and method of instruction. The synthesis plus analysis treatment proved to be superior to the synthesis only treatment with all students regardless of segmenting ability. The superiority of the synthesis plus analysis treatment, however, was not evidenced when reading was measured (*Iowa Test of Basic Skills*) one month after experimental conditions were relaxed. The effects of the two treatments on segmenting ability were equivocal. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

VISUAL AND PHONOLOGICAL CODING IN WORD PROCESSING BY GRADE 4, 6, AND 8 READERS

HAINES, LÉONARD PAUL, PH.D. *The University of Saskatchewan (Canada)*, 1978.

From both theoretical considerations and empirical findings, four converging experiments were undertaken to examine the word coding processes of skilled and less skilled elementary school readers. Seventy-two children participated in the experiments, 24 at each of grades 4, 6, and 8, with sex and reader ability equally represented. The first experiment involved measuring vocalization latency in milliseconds to individual visually presented words and pseudowords. Stimuli consisted of three–, four–, and five–letter predictable words, unpredictable words, and pseudowords equated for word frequency, syllable structure, and intraword redundancy. The lexical decision task used in the second experiment required the children to make word/nonword decisions to singly presented items from a mixed list of the two word types and pseudowords, with yes/no latency as the dependent measure. The third experiment involved measuring same/different response latencies to letter pairs, some matching on a physical basis (e.g., AA), some by name only (e.g., Aa), and others that were mismatched (e.g., AB). In the final experiment, same/different physical/name match latencies were measured to four-letter predictable words, unpredictable words, and pseudowords.

The reaction time data from each experiment were analyzed by repeated measures analyses of variance followed by orthogonal contrasts and trend analyses. The results of each experiment showed the anticipated significant developmental improvements in performance over grades and the superiority of skilled over less skilled readers. An outcome common to the first, second, and fourth experiments was an advantage for real words over pseudowords in all conditions. This difference was significantly greater for less skilled than skilled readers, indicating that the poorer readers experience their greatest difficulty in the use of the phonological code. Interior performance on unpredictable relative to predictable words by the less skilled reader groups in the pronunciation and lexical decision experiments suggests that these children process words by phonological recoding more often than skilled readers. The absence of a significant incremental stimulus length effect in the lexical experiment indicates that the length obtained in the pronunciation experiment may be attributable to task-specific factors and suggests that words and pseudowords are not processed in a serial, letter-by-letter fashion.

ACHIEVEMENT AND ATTITUDES OF INTERMEDIATE AGE CHILDREN IN GRADES FOUR, FIVE, AND SIX RELATIVE TO THE READING COMPREHENSION OF POETRY

Order No. DA8308672

HAYFORD, JANE MORRIS, PH.D. *The Florida State University*, 1982. 161pp. Major Professor: Lawrence E. Hafner

Whether intermediate-age children like poetry and whether boys and girls express themselves in a similar manner regarding their likes and dislikes of poetry were two of the research questions addressed in this research. Two other research questions were concerned with the possible existence of a difference in reading achievement among intermediate grades and between sexes in ability to comprehend general reading material and in ability to comprehend poetry as well as in attitude toward reading prose and in attitude toward reading poetry. The last two primary research questions were concerned with whether teachers could predict how students would perform on a poetry test and whether students' expressed preferences for poems would correlate with their performance when reading and answering questions on those poems. Upon analyzing the obtained data, it was found that children expressed favorable attitudes toward poetry. With the exception of boys in the sixth grade, boys and girls both expressed positive attitudes more frequently than was expected, making categorized data statistically significant. Reading comprehension achievement showed statistically significant differences by grades for prose and for poetry, but there were differences by grade by sex only on achievement when reading poetry. Regarding attitudes toward reading, there were no differences by grades or by grades by sex toward reading prose; there were differences expressed by students by grades and the main effect of grades only on the two-way ANOVA by grade by sex toward reading poetry. Teachers were able to predict student performance in comprehension on a poetry test but student preferences were not correlated with student performance on their choices for best-liked and least-liked poems. One hundred and ninety-four students participated in the research with a randomly selected group of 62 students from the three grades who participated in the Q-sort for poem preferences.

DIFFERENCES IN THE ACQUISITION OF SELECTED READINESS ABILITIES BETWEEN READERS AND NONREADERS IN KINDERGARTEN

Order No. DA8303807

HUMPHREY-CUMMINGS, CAROLYN ANN, PH.D. *Michigan State University*, 1982. 96pp.

Many kindergarteners progress as a group through a readiness program regardless of the fact that some of the pupils have already acquired the abilities that the program proposes to teach. Teachers need to assess students' readiness abilities for the method of reading instruction that will follow. This study divided 123 kindergarteners enrolled in a traditional program into a group of nonreaders and four groups of beginning readers using different approaches to reading. These groups were administered five subtests that measured the readiness abilities of naming letters, hearing letter names, syntax matching, writing letters, and spelling. Data were collected six months into the school year. Significant differences were found among the four planned comparisons of nonreaders and the groups of beginning readers. A discriminate-function analysis provided the correlations to determine the combination of abilities that discriminated between groups. The readiness ability of syntax matching was a discriminating factor in all four comparisons. Syntax matching and spelling discriminated between readers using phonetic analysis and all other readers. Syntax matching and naming letters discriminated between sight readers and context readers. These results, though subject to limitations, may be useful for teachers who need assessment measures to determine readiness for specific programs and methods of teaching reading.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN AUDITORY SEQUENTIAL MEMORY AND READING SKILLS IN THIRD GRADE CHILDREN

Order No. DA8301581

HYATT, ROBERT SANFORD, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1982. 110pp. Chairperson: Maurie Hillson

This study attempted to assess the relationship between auditory sequential memory training and reading skill scores. Subjects included sixty male and female third grade children, seven and eight years of age, who were of at least average intelligence as measured by group standardized testing.

Auditory sequential memory was assessed using the digit span subtest of the Wechsler Intelligence Scale for Children - Revised, with a deficiency defined by scores falling one standard deviation or more below the mean. Students with deficiencies on this test were divided into three groups: above average, average, and below average readers, according to scores on the reading skills subtest of the California Achievement Test.

Auditory sequential memory training was administered to half of the children in each group (treatment groups). The remaining children received no treatment other than pre and posttesting (control groups). Training involved three one-half hour sessions per week for eight weeks and utilized materials developed for auditory sequential memory training.

Statistical analysis of data indicated that there are no differences in the gains of reading skills scores of children with auditory sequential memory deficiencies who received auditory sequential memory training when compared to children with auditory sequential memory deficiencies who did not receive auditory sequential memory training. Support for these findings are in all areas tested with the exception of reading vocabulary.

STUDENTS' PERCEPTIONS OF TEACHER EXPECTATION AND ATTITUDES TOWARD READING IN THREE CLASSROOMS

Order No. DA8229089

MILGRIM, ELLEN LOUISE, ED.D. *University of Pennsylvania*, 1982. 137pp. Chairman: Dr. Morton Botel

The purpose of this study is to investigate the perceptions of teacher expectation and the teacher behaviors that convey expectation messages *as perceived by students* in three fifth grade classrooms; to investigate the students' attitudes toward reading in the classroom; to determine whether there is a relationship between how the students feel they are regarded by the teacher and how they feel about reading in the classroom; and to determine whether this information is useful to teachers.

A five-part methodology was employed which included: (1) Administration to students of scales to assess students' attitudes toward reading in school and students' perceptions of teacher expectation. (2) Conducting of small-group interviews with students to determine influences on classroom reading attitudes and teacher behaviors conveying expectation messages. (3) Videotaping of classroom reading groups and conducting of interviews with students to examine specific reading group interactions conveying expectation messages. (4) Meeting with teachers to discuss findings. (5) Completion by teachers of a questionnaire to examine the usefulness of this information to teachers for planning and implementing classroom reading programs.

Analysis of scale and interview data revealed three dimensions of school reading attitude for all three classes: difficulty, interest, and comfort; and four situations in which expectation messages were transmitted: reading grouping; grading (including teacher recognition of students' efforts); assignments; and teacher-student interactions.

A DESCRIPTIVE ANALYSIS OF INSTRUCTIONAL CONVERSATIONS IN BASAL READING GROUPS IN SELECTED THIRD GRADE CLASSROOMS

Order No. DA8309178

NASH, MARCIA FLECK, PH.D. *The University of Texas at Austin*, 1982. 137pp. Supervisor: Frank J. Guszak

The purpose of this study was to describe that part of comprehension instruction which takes place during the "conversation" teachers have with children in basal reading groups. Six third grade teachers, and their respective students, served as subjects for the study.

The study consisted of two phases: a descriptive phase and an experimental phase. In the descriptive phase, each teacher was asked to tape five lessons with her high reading group and five lessons with her low reading group over a four month period. The lessons were transcribed and analysed using a hierarchial system which looked first at message units, then interaction units, and finally questioning episodes. At the message unit level, the analysis was concerned with source, form, function, and type of comprehension inherent in each unit. Interaction units were analysed to establish whether or not they were resolved. The analysis of the questioning episodes was qualitative, focusing on teachers' search and evaluation strategies.

The purpose of the experimental phase was to determine if the conversations were instructional. Instruction was measured by using a comprehension test of cued recall. The test was administered by the investigator after all six teachers conducted a discussion over the same story.

In the descriptive phase, teachers were found to dominate the instructional conversations. They were the source of 68 percent of the 11,512 message units coded. The three most common functions of teachers' speech were extending, controlling, and confirming. The conversations most often resulted in scriptually implicit comprehension (26%), with textually implicit comprehension following closely (24%).

The results of the test of cued recall seemed to indicate that instructional conversations do result in comprehension. However, this finding had to be viewed in light of the following limitations: the sample was small; students were not tested in the basal text that they normally read in their reading groups; students were tested in an unique setting; and a limited number of questions were asked.

DECODING SKILL AND VOCABULARY KNOWLEDGE IN READING COMPREHENSION

Order No. DA8308680

PERKINS, PEGGY GARDNER, PH.D. *The Florida State University*, 1982. 102pp. Major Professor: Robert M. Gagne

The relative importance of decoding skill and vocabulary knowledge to reading comprehension was investigated. Ninety-one fourth grade students from Hillsborough County Public School System were assessed on their decoding ability, vocabulary knowledge, and reading comprehension ability. Decoding ability was measured by (a) a 40-item Vocalization Latency Test (VL) utilizing a reaction-time apparatus; (b) a modified form of the Literary Assessment Battery Decoding Test (MLAB); and (c) the decoding section of the Wide Range Achievement Test (WRAT). Vocabulary knowledge was measured by the vocabulary score from the Comprehensive Test of Basic Skills (CTBS). Reading comprehension, the dependent variable, was measured by (a) a multiple choice Cloze # 1 Test which contained high frequency words at a fourth grade level; and by (b) an altered multiple choice Cloze # 2 Test which contained a portion (up to 10 percent) of low frequency (unfamiliar) words. Significant correlations were found among the variables of interest.

Comparisons were made among several of the correlations. It was found that (a) the correlation between decoding skill (MLAB) and Cloze # 2 was significantly lower than the correlation between vocabulary (CTBS) and Cloze # 2; and (b) the correlation between decoding skill (MLAB) and Cloze # 1 was significantly higher than the correlation between the same measure of decoding (MLAB) and Cloze # 2 ($\alpha = .01$).

Multiple regression analyses yielded the findings that (a) decoding made a significant contribution to reading comprehension (high frequency words, Cloze # 1) when vocabulary was controlled; (b) vocabulary made a significant contribution to reading comprehension (high frequency words, Cloze # 1) when decoding was controlled; (c) decoding did not make a significant contribution to reading comprehension (low frequency words, Cloze # 2) when vocabulary was controlled; and (d) vocabulary made a significant contribution to reading comprehension (low frequency words, Cloze # 2) when decoding was controlled.

The results indicate that students depended on both decoding and vocabulary for reading comprehension in Cloze # 1. In contrast, the students were more dependent on their vocabulary knowledge in the comprehension of Cloze # 2.

A DIALECTIC ANALYSIS OF THE HISTORY OF BEGINNING READING INSTRUCTION IN THE UNITED STATES

Order No. DA8226986

PITTMAN, NANCY JEAN, PH.D. *The University of Wisconsin - Madison*, 1982. 235pp Supervisor: Professor Wayne Otto

The history of beginning reading instruction in the United States was analyzed by the dialectic approach, wherein each developmental step in the history of reading instruction was seen not only as a successor of its predecessor but also as a product of its predecessor.

Approaches to beginning reading instruction were divided into two major categories: the systemic and the naturalistic. The systemic approach is characterized by a formal structure in which a reader forms the core of instruction. Four readers, which played a dominant role in reading instruction for nearly 300 years, were examined. The four readers were *The New England Primer*, Webster's *The American Spelling Book*, *McGuffey's Eclectic Readers*, and Scott, Foresman's *Curriculum Foundation Series*.

The naturalistic approach is characterized by a child-centered emphasis based upon the belief that a child's natural learning needs to be stimulated and not structured. Exponents of naturalism studied included Rousseau, Pestalozzi, Parker, and Holt.

Themes addressed in the study were: (A) The role of the reader in reading instruction. (B) The development of the reader in terms of content, method, and values. (C) The marketing of readers, and (D) The impact of the countervailing naturalistic philosophy.

Major conclusions from the study were: (1) Changes in reading instruction were a product of socio-economic changes in American society and not a product of advances in the understanding of the process of reading. (2) The selection of a reading text and the reason for a single text's dominance of the nation's classrooms was a product of marketing techniques and not a product of a deliberate comparison of competing texts' espoused values, theories, methods or approaches. (3) The naturalistic approach has long existed as an alternative to the reader-oriented systemic approach. Naturalism has enjoyed only limited and experimental application in its pure form. However, as the belief that a reading text must be "teacher proof" has become diluted by experience, the principles of naturalism have influenced mainstream education. Child-oriented teacher education and the discretionary use of supplementary materials reflect recognition of the student's individuality and are consonant with the values of naturalism.

A STUDY OF THE RELIABILITY OF PHONIC GENERALIZATIONS IN FIVE PRIMARY-LEVEL BASAL READING PROGRAMS

Order No. DA8304712

SORENSON, NANCY L., PH.D. *Arizona State University*, 1982. 236pp.

This study had three purposes: (a) to determine what information is taught in the form of phonic generalizations in current, primary-level basal readers; (b) to examine intraprogram reliability of those generalizations; and (c) to determine whether there had been a change in the body of generalizations found in earlier reading materials by Clymer in 1963.

The vocabulary lists from five basal readers were entered in a computer file. Separate lists of orthographically conforming words were created for the generalizations within each reading series. Orthographically conforming words were analyzed to determine which words conformed phonemically to the generalizations. Percents of reliability and applicability were calculated for each generalization within its own series.

Forty-two generalizations were found in all series. Seven of the generalizations were common to three or more of the basal series. Twenty-six were unique to one series. In all programs 60% or more of the generalizations met acceptable levels of reliability and acceptability. Only 13 of Clymer's generalizations remain in current lists; 12 have been subsumed by more generic current generalizations; 20 no longer appear on current lists.

THE EFFECTS OF SOUND MANIPULATION TRAINING ON AUDITORY SEGMENTATION AND WORD RECOGNITION TASKS

Order No. DA8301657

SPAANENBURG, LINDA BERTA WHITE, PH.D. *Syracuse University*, 1982. 130pp.

This study was designed to examine the effects of sound manipulation training on auditory segmentation and word recognition. The purposes of this research were (a) to determine if inferred conceptual level would influence the effects of training with an auditory segmentation component on first grade children's ability to perform either auditory segmentation tasks or word recognition tasks and (b) to determine if this training given in conjunction with first grade reading instruction would have a direct influence on first grade children's ability to perform auditory segmentation tasks or word recognition tasks. This study included both immediate and delayed evaluations of these tasks.

All the eligible children present in a suburban elementary school between September and January of first grade participated in this study ($N = 69$). On the basis of the testing using the *Concept Assessment Kit - Conservation* (Form A), by Goldschmid and Bentler, children were considered to be at a high, medium, or low conceptual level. Children within each classroom were grouped according to these levels and then randomly assigned to treatment.

The 34 children in the experimental group received six weeks (28 sessions) of daily small group instruction in manipulating words within lists and sounds within words using the *Auditory Motor Program* of Rosner's *Perceptual Skills Curriculum*. The control group received small group story reading twice a week. At the end of the treatment three auditory segmentation tasks and the word recognition tasks were administered. Ten weeks later two auditory segmentation tasks and the word recognition task were administered.

The findings were: (1) Conceptual level did not significantly affect the relationship between sound manipulation training and the children's ability to perform either the auditory segmentation tasks or the word recognition tasks both immediately after training and ten weeks later. (2) The two treatment groups did not differ significantly in their ability to perform any of the auditory segmentation tasks or the word recognition tasks given either immediately after treatment or ten weeks later. (3) Regardless of treatment group assignment the number of words recognized and the number of both syllable and phoneme segmentation items correctly performed changed significantly between the immediate and the delayed evaluation periods. (4) The conceptual level groups differed significantly only in their ability to perform the syllable segmentation tasks. Comparisons were made between this study and previous research. Suggestions for future research and classroom teaching were made.

FORMING AND REFORMING: A COMPREHENSIVE READING/COMMUNICATION ARTS PROGRAM IN THE MARTHA WASHINGTON ELEMENTARY SCHOOL

Order No. DA8229091

TRAWICK, HAROLD DOUGLAS, ED.D. *University of Pennsylvania*, 1982. 222pp. Adviser: Dr. James M. Larkin

Since the Pennsylvania Comprehensive Reading/Language Arts Program is relatively new in the area of improving skills, there has not been much information on its effectiveness. This study was one of several which were conducted to assess the effectiveness of the principal as an instructional leader, in implementing the PCRP and to extend the knowledge base about PCRP and the four critical areas: (1) Responding to Literature, (2) Self-Selected and Sustained Silent Reading, (3) Composing-Oral and Written, (4) Investigating and Mastering Language Patterns.

The purpose of this study was to determine if the provisions of the four critical experiences, as described in the PCRP, when presented in a balanced and harmonious manner to children who can already read, will not only improve academic achievement, but make reading a self-motivated interest of the children.

The problem was studied from the three following vantage points: (a) Teacher records, (b) Student performance records, (c) Parent involvement in the program.

This study utilized a descriptive approach which followed three classes for three years. The investigator will be constantly seeking ways to enhance his leadership skills in the development of viable reading programs within his school in an age of dramatic, social and technological change.

AN INVESTIGATION OF VARIOUS ASPECTS OF ORAL VERSUS SILENT READING OF SELECTED SOCIAL STUDIES PASSAGES WITH THIRD GRADE STUDENTS

Order No. DA8301183

VENEGONI, NANCY D., ED.D. *University of Northern Colorado*, 1982. 184pp.

Purpose of the Study. The purpose of this study was to investigate and describe various aspects of oral versus silent reading of selected social studies passages with third grade students.

Procedures. Sixty third graders were ranked high, average, or low ability readers. Students were given a prior knowledge assessment over two social studies passages, then asked to orally and silently read, and give a retelling of each passage. Aspects of comprehension investigated from the prior knowledge assessment and retellings were: number of main ideas, details, words recalled, retelling, interest, preference for oral or silent reading, retelling patterns, and amount of instructional time for oral and silent reading.

Treatment of Data. Retelling scores were tabulated for orally and silently read passages. Mean scores were computed and a t-test for correlated samples was used for testing significance. In addition the mean differences for all addressed aspects of orally versus silently read passages by high, average, and low ability readers were tested using Analysis of Variance. The Duncan Test of Multiple Comparison indicated between which groups differences occurred.

Findings. There were no significant differences between the mean number of main ideas, details, or words recalled for oral versus silent reading. There was a significant difference between the number of words used in retelling after oral versus silent reading. There were significant differences between average and low ability readers for number of details and retelling scores for silent reading. Other significant differences were between high and low ability readers for number of main ideas and retelling scores when reading orally.

Implications. Third grade students are inhibited by the retelling process. Teachers need to be cognizant of this and allow practice time for this procedure. Further, the retelling process needs to be adapted and modified in order to more accurately and thoroughly assess all facets of comprehension. Finally, the strategies used by average ability readers needs to be more thoroughly investigated.

AN INVESTIGATION OF STUDENT ACHIEVEMENT AND ATTITUDES TOWARD READING IN TWO APPROACHES TO UNINTERRUPTED SUSTAINED SILENT READING PROGRAMS

Order No. DA8301616

VOLPE, MARIO S., ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1982. 124pp. Chairperson: Maurie Hillson

Purpose of the Study. This study was designed to investigate the effects of two different strategies on students of grades two and five on their achievement in reading and their attitudes toward reading. One strategy was introduced into the school program; the other was introduced into the home. A third strategy was one that encompassed a combination of both.

The strategy introduced into the school program was entitled Uninterrupted Sustained Silent Reading (USSR). The strategy introduced into the home was entitled Parental Aid Training (PAT). The third strategy combined USSR and PAT as a separate treatment.

Procedures. The study was conducted in the three elementary schools of New Milford, New Jersey. The sample consisted of 236 students in grades two and five. All students were tested in the fall of 1980 to determine their reading achievement levels and attitude toward reading and again in the late spring of 1981. The California Achievement Test and the Estes Attitude Scale were administered for reading achievement and attitude pre and post scores.

A nonequivalent control group design was implemented to assess the importance of the independent variables of method, grade, and sex on each of the three dependent variables: attitude, comprehension, and vocabulary. In all analyses, the net scores for each student, as measured by the difference in pre and post scores, were used. A three-way analysis of variance was performed for each of the three dependent variables.

Findings and Results. All null hypotheses were accepted except for one. Null Hypothesis One, "There is no difference in growth of achievement scores obtained by students of grades two and five among treatment and comparison groups as measured by the California Achievement Test," was rejected. The Duncan multiple-range test isolated USSR-PAT as the significant treatment group.

Post hoc analyses on the attitude scores revealed an important trend. Students who scored 26, 27, and 28 on the attitude scale were eliminated due to the "ceiling effect." A significant *F* value was subsequently reported indicating one possible limitation of the attitude scale.

Conclusions. By eliminating students in the "ceiling effect" area, results demonstrate a significant difference in attitude toward reading.

It is now possible to view the USSR-PAT strategy as a successful approach to raising the reading achievement of students in grades two and five.

LEARNING STYLES AND THE TEACHING OF READING

Order No. DA8305197

WOLFE, GAYE LAURELL, PH.D. *The University of Akron*, 1983. 169pp.

The three purposes of this study were: (1) To trace the development of the concept of learning styles, (2) To determine how much information on learning styles is included in teacher's editions of basal readers, using the technique of content assessment through direct or implied information, and (3) To suggest techniques for using various learning styles that teachers can apply in the classroom when teaching reading.

The development of the concept of learning styles was traced from its beginning as cognitive style with Witkin and Kagan representing researchers in cognitive style. Hill's work was discussed and placed at a point between cognitive style and learning style. The works of the Dunns and Gregorc were discussed through the literature and represented current work in learning style. The strengths and weaknesses of self-reporting instruments for assessing learning style were discussed along with alternative methods for assessing learning styles. The changes in learning style as students mature were reported from the literature. The advantages of a teacher knowing his/her own learning style and the learning styles of his/her students was also explored. To determine if knowledge of concepts of learning style had been used in the preparation of the teacher's editions of basal readers, teacher's editions of basal readers which are used in the beginning of first, third, and fifth grades from the Economy, Ginn, and Lippincott publishing companies were analyzed using the technique of content assessment. Because of the lack of specific suggestions for teachers concerning learning styles, all specific directions for the teacher to be used with students were placed into six categories: auditory, visual-auditory, visual-tactile/kinesthetic, auditory-tactile/kinesthetic, visual-auditory-tactile/kinesthetic and miscellaneous. Techniques for teachers in using learning style information in the teaching of reading were also suggested. These techniques were in the visual, auditory, and tactile/kinesthetic modes. Very little information about learning style or modality was included in the teacher's editions of the basal readers chosen for study. Also, the suggestions for teachers included in the teacher's manuals of all three series did not differ widely.

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